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ABSTRACT

Two of the forms used to record pupil progress in learning basic skills under the instructional management system of the Duval County (Florida) public schools are provided and explained in this document. The form for basic skills in mathematics establishes skill levels appropriate to each grade level from kindergarten through sixth grade in five areas: operations, numeration, measurement, problem-solving, and geometry. The form for communications skills establishes appropriate levels for the same grades in five additional areas: vocabulary, word analysis, comprehension, writing, and study skills. Both forms also cover general readiness skills at the kindergarten level. The achievement tests used to measure students' attainment of each skill are noted where appropriate. The document also discusses different levels at which teachers can use the forms effectively and provides suggestions for incorporating the system into the teaching process. The instructional management system is intended to facilitate the highest level of usage suggested for the forms, a level involving six steps: (1)pre-assessment of student skills, (2) grouping of students by instructional needs, (3) assignment of practice work to students, (4) re-assessment of student skills, (5) notation of skill attainment, and (6) advancement to the next skill level. (PGD)

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INSTRUCTIONAL MANAGEMENT SYSTEM

Developed for the Emergency School Aid Act of Duval County

Prepared by

Division of Research, Planning
and Evaluation

EA 011 994

Duval County School Board
Herb A. Sang, Superintendent

INSTRUCTIONAL MANAGEMENT SYSTEM OVERVIEW

The Duval County Instructional Management System is designed to facilitate the diagnostic/prescriptive teaching of basic elementary skills. There is some general information which you need to understand about these IMS cards in order for it to be an asset to your program.

First, the card is a scope and sequence of minimum skills for kindergarten through sixth grade.

Second, it presents logically and in order, the skills on three achievement measures used in this district: Duval County's Essential Skills Tests; the Florida State Assessment Program for grades 3, 5 and 8; and the Stanford Achievement Tests for kindergarten through eighth grade. The IMS reading card also includes all the skills that were on the Ginn tracking card, as well as the seventh grade language arts MINIMUM LEVEL SKILLS TEST (MLST) objectives.

Third, the reading skills are divided into four areas in kindergarten: General Readiness, Vocabulary, Word Analysis, and Comprehension. In grades 1 and 2, the skill areas are Vocabulary, Word Analysis, Comprehension, and Writing Skills. In grades 3-6, a fifth area--Study Skills--is added.

Fourth, each skill is identified by a number and letter designation.

For Reading:

K-G-1	means kindergarten, general readiness, first objective
2-V-3	means second grade, vocabulary, third objective
3-WA-5	means third grade, word analysis, fifth objective
4-C-7	means fourth grade, comprehension, seventh objective
5-S-2	means fifth grade, study skill, second objective
5-W-14	stands for fifth grade, writing skill, 14th objective

For Math:

K-O-1	means kindergarten, operations, first objective
2-N-4	means second grade, numeration, fourth objective
3-M-6	means third grade, measurement,sixth objective
4-P-2	means fourth grade, problem solving, second objective
5-G-2	means fifth grade, geometry, second objective

Fifth, the mathematics skills areas are operations (which means computational skills such as addition and subtraction), numeration (counting and place value), measurement, problem solving (that is, coping with work problems) and geometry.

Sixth, there is also a code at the end of each skill label. As as example, consider 6-C-1, Recognize Details E, F8, S5,6. The E means that this skill is on the Essential Skills Test; F8 indicates that it's on the 8th grade State Assessment test, and S5, 6 means it's tested on the 5th and 6th grade level Stanford Achievement Test. Obviously this is a key skill since it's on all three of the key district tests.

There are several levels of usage for these cards. The extent to which you use them will be determined by the level at which you choose to implement diagnostic/prescriptive teaching. The lowest level of usage would be to have one card to refer to during weekly lesson planning so that instruction is given on state assessment objectives prior to testing in October and on SAT and EST objectives before the tests are given in May. Although there was not a composit listing of the EST, SAT and State Assessment objectives available during last school year, the curriculum monitoring team observed that many teachers regularly planned lessons to cover these key objectives that are assessed by the three achievement measures currently in use in Duval County.

A slightly higher usage level would be to complete an IMS card for each student marking the objectives for which the student had demonstrated mastery on the EST, SAT, and/or FSAP tests. Then lessons could be planned to teach those objectives for which an individual student, small group or the entire class had not demonstrated mastery. This is the usage recommended for the summer program. The regular classroom teacher completéd an IMS card for each summer school student indicating which EST objectives had been mastered. The summer school teacher planned lessons to remediate the skill deficits.

The Instructional Management System is designed to facilitate the highest level of usage which involves the following steps: (1) Make a pre-assessment of what each student knows and mark the IMS card to indicate the skills for which the student had demonstrated mastery; (2) Use the card to make a grouping list in order to provide instruction (probably in small groups) on skills the students have not mastered; (3) Assign practice work for application and reinforcement of the skill; (4) Assess whether the student has mastered the skill and if necessary, re-teach and provide additional practice work; (5) Mark the IMS card to indicate skill mastery; and (6) Proceed to the next skill on the card and repeat the cycle. The process just described is often labelled "individualized instruction," even though, ironically, the instruction usually takes place in groups.

Teachers implementing the IMS will begin with a math or reading placement test. This will also be the first step for teachers implementing the GINN program this year.

They may then choose to give an Informal Reading Inventory to verify the initial placement.

The next preassessment tools include IMS diagnostic pre-tests which assess what the student knows about each specific skill on his reading level. The information gained from administering the specific skills tests can be most helpful in forming instructional groups in reading and mathematics and when selecting teaching and practice materials. You will probably have basically three types of students in your class: those working below, on, or above grade level. After recording the pre-assessment results on the Pupil Progress Record, transfer the information on the IMS cards onto Skill Group Charts. As the name indicates, this chart can be used to determine skill groups and keep track of student progress. Skills mastered are indicated by a plus sign; skills assessed as deficits are indicated by a minus sign; a blank box indicates that the skill has not been assessed yet.

Remember you can do the initial grouping of your students as soon as the first skill deficiency is identified. Grouping can and should be readjusted if the teacher feels the child would do better in another group. Once initial placement of students in skills groups is completed and instruction begins, the Skill Group Charts should be updated regularly as students demonstrate mastery of skills.

Serious consideration should be given toward the selection of a basal reader. When choosing an appropriate reader for each group, the first criteria is reading level. There is information at the top of the Pupil Progress Record which is helpful. For example, it says under Grade 3 minimum, " the average grade 2 student should be working on these skills." Therefore, children who are working on skills in this column should be assigned a second grade reader. The other columns work the same way. Please be aware that it may not be possible to have one reading group for every different grade level identified. Some combining is usually necessary at the upper and lower ends of the class. Teacher judgment is involved in grouping students for basal reader instruction. Two teachers looking at the reading levels and skill needs of a class of students might organize the groups differently. Variations are acceptable as long as there is a good rationale for the grouping. Carefully analyze the test results and past experience of the students and make reasonable judgments.

Once you have formed the reading groups, instruction for the basal reader may begin. Let's consider some possibilities for instruction for a typical group. The stories in the basal reader selected can be used for teaching the comprehension skills listed on the Pupil Progress Record. As an example, if you have assigned a third grade reader to a group, it will be used to teach the comprehensive skills for the appropriate level. Let's suppose the first story is a good one for time order or sequence. When the teacher work with the group, consideration should be given to who has mastered this skill and who has not.

As the teacher works through the guided reading of the story, the bulk of the questions should be directed to those students who have not demonstrated mastery. They are the ones who need practice in the skill. For others the lesson will provide the review necessary for skill maintenance. Participation of the total group in these lessons helps insure that each student gets the continuity of the stories and developmental vocabulary.

For instruction on vocabulary, word analysis, study or writing skills, call together only those students who have not mastered the skills. Occasionally, the teacher may plan a lesson and include all the students in the group for review, but the majority of the lessons should include only those students who have been identified as deficient in a particular skill. While the teacher works with these students, other students in the reading group will remain in their seats and practice other skills which they need to master.

You will also need to identify subgroups within your class for instruction on levels of mathematics skills. A math textbook should be chosen for these groups in a way similar to the selection of the basal readers for the reading groups. There is a Math Placement Test available for initial placement in math.

Another consideration involves developing lesson plans for specific skills. It is expected that students with similar skill needs will be grouped for instruction and that it is necessary to provide a number of teacher-directed lessons followed by practice work assignments before a new concept can be mastered. A lesson plan should contain these parts.

First, introduce the skill. Explain the purpose of the work to be undertaken that day. Tell the students precisely what your objective is; try to help them see how this bit of learning will benefit them. Research has shown that informing the student of what he or she is expected to learn significantly improves learning.

The second step is the body of the lesson-- teach the skill. This calls for a logical, orderly presentation-- a step-by-step explanation of how to do the skill moving from simple to more complex concepts. Be careful to limit your presentation to one or two key ideas. More may confuse the children. Several short lessons are usually better than one long lesson. Consideration should be given to using a variety of learning modalities: visual, auditory, and tactile.

The first lesson on a new skill should be presented with concrete experiences. The lesson should require an active response from the students. Passive listening is too risky; there is too great a chance that the student is not learning. Make your explanations as interesting as possible. Gear it to the level of sophistication of your students. Teaching sixth graders initial consonant sounds effectively requires a different style than teaching the same skill to first graders.

The third step is to review the skill. Remind the students of the purpose of the lesson. Give them a brief summary to reinforce learning.

Fourth, evaluate the skill. Ask a few questions to see if the children remember the key ideas. It is important to determine with input from the students, if you accomplish what you set out to do. Of course, the State Assessment, Essential Skills, and Stanford Achievement Tests are the final evaluation of skill achievement. Good lesson planning helps insure that learning will occur.

Finally, assign work for skills practice. Remember variety is a necessity for children. A good instructional program provides an alternation of lively and quiet activity--of small group, teacher directed, and independent work setting.

A daily program that is all reading and writing is not a good program for children. But neither is a program that is all discussing, cutting and pasting, and playing games.

A gentle reminder: the purpose of the work should be to reinforce learning a particular objective. It should not be to keep the kids occupied while the teacher works with another group or checks papers or plans tomorrow's work. It should not be chosen because it is neat and clever and fun-to-do, unless it provides drill for a skill the children need to learn. It should not be given because the teacher next door used it with her group with great success unless it is appropriate for the needs and abilities of your students. The cleverest game on blends is not appropriate for students who don't know the letters of the alphbet.

The Curriculum Development division has put together several things which should be helpful to you as you implement a quality instructional program. The first is the Classroom Management booklet. It contains recommendations on several topics;

(1) matching materials to objectives and learning styles so that you can quickly locate just the right piece of material for a student or group,

(2) arranging your room to promote control and ease of management,

(3) forming instructional groups and planning a weekly schedule so that students are involved in a variety of meaningful activities,

(4) using a management model such as the Duval County favorite, "the Board Plan," to schedule your groups into varied activities during the reading and math period, and

(5) training students to follow work routines you establish so that good classroom control results.

Another type of support material that will be available this school year is Instructional Implications guidebooks for the IMS reading and math objectives. These books will be sent to you in October following the State Assessment testing. They contain instructional and practice materials which will assist you in teaching the IMS objectives.

Parent involvement is one of the key ingredients to a child's success in school. Therefore, we have developed some things that will encourage parents to help their children master basic skills. The first are the Working Together Activities. You should have a copy of the Implementation Guide. In time there will be one or more "Working Together" activities for each IMS reading and math objective. These one page activities focus on a single skill using materials easy to find or make at home. The directions are written simply, with pictures or examples to clarify the directions. Space is provided for the parents to make comments about the activity with their children.

IMS

INSTRUCTIONAL MANAGEMENT SYSTEM

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

PUPIL PROGRESS RECORD

FOR

BASIC SKILLS

COMMUNICATIONS

NAME _____ SCHOOL # _____

PURPOSE
This record is designed for documenting the student's progress in learning the basic communication skills. Its use should facilitate instructional planning to assure that the student masters the skills needed to meet promotion requirements.

DIRECTIONS FOR RECORDING:
When instruction for the skill begins, enter the date in the first box in pencil.

When mastery of the skill is demonstrated, enter the date in the second box in pencil.

CORRELATION CODES: E - Essential Skills Tests M - Minimum Level Skills Test (Grade 7, Language Arts)

F3 5 8 - Florida State Assessment Program Tests (Grades 3, 5, 8)

S 1 2 ..8 - Stanford Achievement Tests (Numbers indicate the grade the skill is tested on the SAT.)

GRADE K

(DATES)

GENERAL READINESS

		K.RR.1 Draw from Left to Right
		K.RR.2 Copy Geometric Shapes/Patterns E
		K.RR.3 Recite Numbers/Prescribed Pattern E
		K.RR.4 Revisualize Words E
		K.RR.5 Speak in a Complete Sentence of 5 or More Words
		K.RR.6 Identify Front and Back of Book
		K.RR.7 Turn Pages of Book Appropriately
		K.RR.8 Touch Individual Words on a Printed Line

VOCABULARY

		K.V.1 Recognize Language Concepts E
		K.V.2 Recognize Positional Vocabulary Concepts E
		K.V.3 Name Familiar Objects
		K.V.4 Name Body Parts
		K.V.5 Name Colors-Red, Orange, Yellow, Blue, Green, Purple, Brown, Black (Circle to Indicate Mastery)

WORD ANALYSIS

		K.WA.1 Identify Rhyming Words/Pictured Objects E
		K.WA.2 Discriminate Words Auditorily E
		K.WA.3 Recite the Alphabet E
		K.WA.4 Discriminate Words Visually E
		K.WA.5 Recognize Upper Case Letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z (Circle to Indicate Mastery) E
		K.WA.6 Recognize Lower Case Letters a b c d e f g h i j k l m n o p q r s t u v w x y z (Circle to Indicate Mastery) E

GRADE K

		K.WA.7 Match Upper and Lower Case Letters E
		K.WA.8 Discriminate Beginning Sounds/Pictured Objects m, b, f, s, t, c, r, h, p, d (Circle to Indicate Mastery) E

COMPREHENSION

		K.C.1 Classify Pictured Objects E,F3
		K.C.2 Recall Details/Oral Sentences E
		K.C.3 Identify Sequence/Pictures E,F3
		K.C.4 Identify Main Idea F3
		K.C.5 Follow Oral Directions E,F3

WRITING

		K.W.1 Assemble an Inlaid Puzzle, 15-18 Pieces
		K.W.2 Cut a 7" Circle Marked on a Card
		K.W.3 Copy First Name E
		K.W.4 Dictate Oral Sentences F3

GROSS MOTOR (Not Part of Promotional Requirements)

		K.GM.1 Run in a Straight Line, 90 Feet in 12 Seconds
		K.GM.2 Jump Forward and Backward, 3 Times Each
		K.GM.3 Hop on Each Foot, 5 Times
		K.GM.4 Walk the Balance Beam Heel to Toe, 6 Feet
		K.GM.5 Catch an 8" Ball with Both Hands, Thrown from 10 feet
		K.GM.6 Throw an 8" Ball with Both Hands, 15 Feet

GRADE 1

(DATES)

VOCABULARY

		1.V.1 Recognize Basic Vocabulary E F3
		1.V.2 Recognize Dolch Words/Easier Half F3
		1.V.3 Identify Word Meanings/Context S1 F3

WORD ANALYSIS

		1.WA.1 Identify Rhyming Words/Pictured Objects E,S1
		1.WA.2 Identify Long, Short Vowels (a,e,i,o) E,S1
		1.WA.3 Write Alphabet/Upper, Lower Case E
		1.WA.4 Discriminate Beginning Sounds/Pictured Objects (z,w,k,y,j,v,l,n,g) S1
		1.WA.5 Associate Ending Sounds/Pictured Objects/Letters E,S1
		1.WA.6 Associate Beginning Consonant Sounds/Pictured Objects/Letters E,S1
		1.WA.7 Recognize Graphemic Bases

COMPREHENSION

		1.C.1 Classify Words E,F3
		1.C.2 Recall Details E,F3,S1
		1.C.3 Identify Sequence/Pictures E,F3
		1.C.4 Identify Main Idea E,F3
		1.C.5 Follow Oral Directions F3
		1.C.6 Follow Written Directions F3
		1.C.7 Identify Cause and Effect E F3
		1.C.8 Make Inferences and Predictions E,S1
		1.C.9 Make Comparisons/Literal
		1.C.10 Identify Irrelevant Statements F3
		1.C.11 Distinguish Reality/Fantasy F3
		1.C.12 Match Words/Pictures S1 2

WRITING

		1.W.1 Write Own Name/First and Last E F3
		1.W.2 Compose Oral Sentences/Dictate Friendly Letter F3
		1.W.3 Spell Words F3
		1.W.4 Copy Sentences/Manuscript F3
		1.W.5 Use Period, Question Mark/Sentences F3
		1.W.6 Write Numeral 0-9 Legibly F3

Levels Completed:

GRADE 2

(DATES)

VOCABULARY

		2.V.1 Recognize Basic Vocabulary E,F3,S2
		2.V.2 Recognize Dolch Words/Easier Half E
		2.V.3 Identify Synonyms/Context E,F5
		2.V.4 Identify Antonyms/Context E,F3
		2.V.5 Identify Word Meanings/Context E,F3,S2
		2.V.6 Identify Meanings/Compound Words E,F3
		2.V.7 Identify Contractions/Context E,F3
		2.V.8 Identify Meanings/Regular Plural Nouns/Context E,F3
		2.V.9 Identify Meanings/Possessive Nouns F5
		2.V.10 Identify Inflected Endings/Context E

WORD ANALYSIS

		2.WA.1 Identify Rhyming Words/Graphemic Bases E
		2.WA.2 Identify Long, Short Vowels (a,e,i,o,u) E,S2
		2.WA.3 Identify Beginning 2-Letter Blends/Pictured Objects E,S2
		2.WA.4 Identify Beginning Consonant Digraphs E,S2
		2.WA.5 Identify Ending Sounds, Digraphs/Pictured Objects E,S2

COMPREHENSION

		2.C.1 Classify Words E
		2.C.2 Recall Details E,F3,S2
		2.C.3 Sequence Pictures/Story E,F3
		2.C.4 Identify Main Idea E,F3,S2
		2.C.5 Follow Oral Directions/Pictured Objects E,F3
		2.C.6 Follow Written Directions/Pictured Objects E,F3
		2.C.7 Identify Cause and Effect E,F3
		2.C.8 Make Inferences and Predictions E,F3, S2
		2.C.9 Make Comparisons/Literal E
		2.C.10 Identify Irrelevant Statements F3
		2.C.11 Distinguish Reality/Fantasy E,F3
		2.C.12 Identify Sentence Meanings/Negative Words F3
		2.C.13 Match Words/Pictures S2

WRITING

		2.W.1 Compose Oral Story in Sequence F3
		2.W.2 Copy Note F3
		2.W.3 Copy Friendly Letter F3
		2.W.4 Complete Forms/Name, Age F3
		2.W.5 Capitalize Sentences, I, Names of Persons F3
		2.W.6 Copy Sentences/Manuscript E,F3
		2.W.7 Use Period, Question Mark/Sentences E,F3
		2.W.8 Spell Words F3,S2

STUDY SKILLS

		2.S.1 Alphabetize Words/First Letter F3
		2.S.2 Use Table of Contents/Page No. F3

Levels Completed:

GRADE 3

(DATES)

VOCABULARY

		3.V.1 Recognize Basic Vocabulary F3
		3.V.2 Recognize Dolch Words/Harder Half E,F3
		3.V.3 Identify Synonyms/Context E,F5,S3
		3.V.4 Identify Antonyms/Context E,F3
		3.V.5 Identify Word Meanings/Context E,F3,S3
		3.V.6 Identify Meanings/Compound Words/Context F3
		3.V.7 Identify Contractions/Context E,F3
		3.V.8 Identify Meanings/Regular Plural Nouns/ Context E,F3
		3.V.9 Identify Meanings/Possessive Nouns F5
		3.V.10 Identify Comparative, Superlative Adjectives/ Comparative Adverbs/Context E,F5
		3.V.11 Identify Suffixes/Context E,F5,S3
		3.V.12 Identify Homonyms/Context E
		3.V.13 Identify Meanings/Abbreviations F5

WORD ANALYSIS

		3.WA.1 Identify Graphemic Bases E,S3
		3.WA.2 Identify Long, Short, R-Controlled Vowels E,S3
		3.WA.3 Identify Root Words E
		3.WA.4 Identify Beginning 3-Letter Blends/Pictured Objects E
		3.WA.5 Identify Final Consonant Sounds/Blends/ Digraphs E,S3
		3.WA.6 Identify Silent Consonants E

COMPREHENSION

		3.C.1 Classify Words E,F3 5
		3.C.2 Recall Details/Story E,F3 5,S3
		3.C.3 Identify Sequence/Story E,F5
		3.C.4 Identify Main Idea E,F3 5,S3
		3.C.5 Distinguish Facts/Opinions E,F5
		3.C.6 Follow Written Directions/Pictured Objects E,F3
		3.C.7 Identify Cause and Effect E,F3 5
		3.C.8 Make Inferences and Predictions E,F3 5,S3
		3.C.9 Make Comparisons/Literal and Inferential E
		3.C.10 Identify Irrelevant Statements E,F3
		3.C.11 Distinguish Reality/Fantasy E,F3 5
		3.C.12 Identify Sentence Meanings/Negative Words F3 5

WRITING

		3.W.1 Complete Forms/Name, Age, Address/ Manuscript F3 5
		3.W.2 Write Sentences/Manuscript E,F3
		3.W.3 Spell Words F3 5,S3
		3.W.4 Use Period, Question Mark/Sentences E,F3,S3
		3.W.5 Write Story/Sequential Sentences F5
		3.W.6 Copy Note F3
		3.W.7 Write Friendly Letter/Address Envelope F3 5,S3
		3.W.8 Use Comma/City, State F5,S3
		3.W.9 Use Comma/Day, Year F5,S3
		3.W.10 Capitalize Sentences, I, Proper Nouns E,F3 5,S3
		3.W.11 Capitalize, Use Comma/Greeting, Closing Letter F5,S3

STUDY SKILLS

		3.S.1 Alphabetize Words/2-Letters F5
		3.S.2 Use Table of Contents/Page No. F3
		3.S.3 Use Pictures, Maps, Signs F5,S3

Levels Completed:

GRADE 4

(DATES)

VOCABULARY

		4.V.1 Recognize Basic Vocabulary E,F5
		4.V.2 Identify Verb Tense/Context E,F5,S4
		4.V.3 Identify Synonyms E,F5,S4
		4.V.4 Identify Antonyms E,F5
		4.V.5 Identify Word Meanings/Context E,F5,S4
		4.V.6 Identify Meanings/Compound Words E,F5
		4.V.7 Identify Meanings/Contractions E,F5
		4.V.8 Identify Irregular Plural Nouns/Context E,F5
		4.V.9 Identify Meanings/Possessive Nouns F5
		4.V.10 Identify Comparative, Superlative Adjectives/ Comparative Adverbs/Context E,F5,S4
		4.V.11 Identify Meanings/Affixes E,F5
		4.V.12 Identify Homonyms/Context E,S4
		4.V.13 Identify Meanings/Abbreviations E,F5

WORD ANALYSIS

		4.WA.1 Identify 2-Syllable Words E,S4
		4.WA.2 Identify Long, Short, R-Controlled Vowels E,S4
		4.WA.3 Identify Root Words E,S4
		4.WA.4 Identify Silent Letters E

COMPREHENSION

		4.C.1 Classify Words E,F5
		4.C.2 Recall Details/Story E,F5,S4
		4.C.3 Identify Sequence/Story E,F5
		4.C.4 Identify Main Idea E,F5,S4
		4.C.5 Distinguish Facts/Opinions E,F5
		4.C.6 Follow Written Directions E,F5,S4
		4.C.7 Identify Cause and Effect E,F5,S4
		4.C.8 Make Inferences and Predictions E,F5,S4
		4.C.9 Make Comparisons/Literal and Inferential E
		4.C.10 Identify Irrelevant Statements E,F5
		4.C.11 Distinguish Reality/Fantasy F5
		4.C.12 Identify Sentence Meanings/Negative Words F5,S4
		4.C.13 Identify Pronoun Referents/Sentence or Paragraph F5,S4
		4.C.14 Identify Invalid Statements F5
		4.C.15 Identify Sentences/Similar Meanings F5

WRITING

		4.W.1 Write Declarative, Interrogative Sentences E,F5,S4
		4.W.2 Write Paragraph/4 Sequential Sentences F5
		4.W.3 Spell Words, Proofread F5 8,S4
		4.W.4 Write Sentences/Cursive E,F5
		4.W.5 Complete Forms/Name, Age, Address, Telephone Number/Manuscript F5
		4.W.6 Write Note F5
		4.W.7 Use Period, Question Mark/Sentences E,F5,S4
		4.W.8 Capitalize, Use Periods/Abbreviations F5
		4.W.9 Expand Topic Sentence/2 Related Sentences F5
		4.W.10 List Who, What, When, Where Information/ Message F5

GRADE 5

(DATES)

VOCABULARY

		5.V.1 Recognize Basic Vocabulary F5
		5.V.2 Identify Verb Tense/Context E,F5,S5
		5.V.3 Identify Synonyms E,F5,S5
		5.V.4 Identify Antonyms E
		5.V.5 Identify Word Meanings/Context E,F5,S5
		5.V.6 Identify Meanings/Compound Words F5
		5.V.7 Identify Meanings/Contractions F5,S5
		5.V.8 Identify Meanings/Irregular Plural Nouns/ Context F5,S5
		5.V.9 Identify Possessive Nouns/Context E,F5
		5.V.10 Identify Comparative, Superlative Adjectives/ Comparative Adverbs/Context F5
		5.V.11 Identify Meanings/Affixes E,F5
		5.V.12 Identify Homonyms/Context E,S5
		5.V.13 Identify Meanings/Abbreviations E,F5

WORD ANALYSIS

		5.WA.1 Identify 3-Syllable Words E,S5
		5.WA.2 Identify Variant Spellings E,S5
		5.WA.3 Identify Root Words E
		5.WA.4 Identify Vowel Diphthongs, Digraphs E,S5
		5.WA.5 Identify Silent Letters E

COMPREHENSION

		5.C.1 Classify Words E,F5
		5.C.2 Recall Details/Story E,F5,S5
		5.C.3 Identify Sequence/Story E,F5
		5.C.4 Identify Main Idea E,F5,S5
		5.C.5 Distinguish Facts/Opinions E,F5
		5.C.6 Follow Written Directions E,F5,S5
		5.C.7 Identify Cause and Effect E,F5
		5.C.8 Make Inferences and Predictions E,F5, S5
		5.C.9 Make Comparisons/Literal and Inferential E
		5.C.10 Identify Irrelevant Statements E,F5
		5.C.11 Distinguish Real, Unreal/Paragraph F5
		5.C.12 Identify Sentence Meanings/Negative Words F5,S5
		5.C.13 Identify Pronoun Referents/Sentence or Paragraph F5
		5.C.14 Identify Invalid Statements F5

WRITING

		5.W.1 Write Paragraph/4 Sequential Sentences F5
		5.W.2 Expand Topic Sentence/3 Related Sentences F5 8
		5.W.3 Write Note
		5.W.4 Write Friendly Letter/Address Envelope F5
		5.W.5 Spell Words/Proofread F5 8,S5
		5.W.6 Write Sentences/Cursive E,F5
		5.W.7 Capitalize Sentences, I, Proper Nouns E,F5,S5
		5.W.8 Use Period, Question Mark/Sentences E, F5,S5
		5.W.9 Write Declarative, Interrogative Sentences E,F5
		5.W.10 Distinguish Sentences/Fragments S5
		5.W.11 Write Business Letter F8
		5.W.12 Use Commas/Words in Series/Direct Address F8,S5

GRADE 5 (Cont.)

STUDY SKILLS

		5.S.1 Identify Source/Dictionaries, Encyclopedias, Atlases, Directories, Newspapers F5
		5.S.2 Alphabetize Words/4-Letters F5 8,S5
		5.S.3 Use Table of Contents, Indexes, Dictionary Entries F5,S5
		5.S.4 Use Pictures, Maps, Signs F5,S5
		5.S.5 Use Diagrams, Tables, Graphs, Schedules F5,S5

Levels Completed:

GRADE 6

(DATES)

VOCABULARY

		6.V.1 Recognize Basic Vocabulary F8
		6.V.2 Identify Verb Tense/Context E,F8, S6
		6.V.3 Identify Synonyms E,F8,S6
		6.V.4 Identify Antonyms E,F8
		6.V.5 Identify Word Meanings/Context E,F8,S6
		6.V.6 Identify Meanings/Compound Words E
		6.V.7 Identify Meanings/Contractions F8,S6
		6.V.8 Identify Meanings/Irregular Plural Nouns/ Context E
		6.V.9 Identify Possessive Nouns/Context E,F8
		6.V.10 Identify Meanings/Comparative, Superlative Adjectives/Comparative Adverbs/Context E,F8,S6
		6.V.11 Identify Meanings/Affixes/Context E,F8,S6
		6.V.12 Identify Homonyms/Context E,F8
		6.V.13 Identify Meanings/Abbreviations E,F8

WORD ANALYSIS

		6.WA.1 Identify 4-Syllable Words E,S6
		6.WA.2 Identify Variant Spellings E,S6
		6.WA.3 Identify Root Words E
		6.WA.4 Identify Vowel Diphthongs, Digraphs S6

COMPREHENSION

		6.C.1 Classify Words E
		6.C.2 Recall Details/Story E,F8,S6
		6.C.3 Identify Sequence/Story E,F8
		6.C.4 Identify Main Idea/Stated, Implied E,F8,S6
		6.C.5 Distinguish Facts/Opinions E,F8
		6.C.6 Follow Written Directions E,F8,S6
		6.C.7 Identify Cause and Effect/Stated, Implied E,F8,S6
		6.C.8 Make Inferences and Predictions E,F8,S6
		6.C.9 Make Comparisons/Stated, Implied E,F8,S6
		6.C.10 Identify Invalid Statements E
		6.C.11 Distinguish Real, Unreal/Paragraph F8
		6.C.12 Identify Sentence Meanings/Negative Words F8,S6
		6.C.13 Identify Pronoun Referents/Sentence of Paragraph E,F8,S6
		6.C.14 Identify Appropriate Conclusion or Generalization/ Paragraph F8,S6

WRITING

		6.W.1 Write Sequential Story F8
		6.W.2 Expand Topic Sentence/4 Related Sentences F8
		6.W.3 Use Regular, Irregular Verbs F8,S5 6
		6.W.4 Use Period, Question Mark/Sentences E
		6.W.5 Write Note
		6.W.6 Capitalize Sentences, I, Proper Nouns E,F8,S6
		6.W.7 Spell Words, Proofread F8,S6
		6.W.8 Write Declarative, Interrogative Sentences E,F8
		6.W.9 Distinguish Sentences/Fragments F8,S6
		6.W.10 Write Business Letter/Address Business Envelope F8
		6.W.11 Write Sentences/Cursive E

GRADE 6 (Cont.)

STUDY SKILLS

		6.S.1 Use Tables of Contents, Indexes, Dictionary Entries F8,S6
		6.S.2 Identify Information/Common Forms F8
		6.S.3 Use Pictures, Maps, Signs F8,S6
		6.S.4 Use Diagrams, Tables, Graphs, Schedules F8,S6
		6.S.5 Identify Source/Dictionaries, Encyclopedias, Atlases, Directories, Newspapers F8

Levels Completed:

IMS

INSTRUCTIONAL MANAGEMENT SYSTEM

PUPIL PROGRESS RECORD

FOR

BASIC SKILLS

MATHEMATICS

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

NAME _____ SCHOOL # _____

PURPOSE
This record is designed for documenting the student's progress in learning the basic skills of mathematics. Its use should facilitate instructional planning to assure that the student masters the skills needed to meet promotion requirements.

DIRECTIONS FOR RECORDING:
When instruction for the skill begins, enter the date in the first box in pencil.

When mastery of the skill is demonstrated, enter the date in the second box in pencil.

CORRELATION CODES: E - Essential Skills Tests M - Minimum Level Skills Test (Grade 7, Mathematics)

F3 5 8 - Florida State Assessment Program Tests (Grades 3, 5, 8)

S 1 2 ...8 - Stanford Achievement Tests (Numbers indicate the grade the skill is tested on the SAT.)

GRADE K

(DATES)

GENERAL READINESS

K.MR.1 Arrange 3 Objects in Order
K.MR.2 Reproduce a 3-Part Pattern

PRE-OPERATIONS

K.O.1 Combine Objects, 1-10 E
K.O.2 Separate Objects, 1-10 E

NUMERATION

K.N.1 Recite Numbers, 1-20 E
K.N.1 Count Pictured Objects, 1-10 E
K.N.3 Associate Stated Numbers/Pictured Objects, 1-10 E
K.N.4 Associate Numerals/Pictured Objects, 0-10 E
K.N.5 Associate Stated Numbers/Numerals, 0-10 E
K.N.6 Compare Sets/Greater, Same, Less
K.N.7 Arrange Numerals in Sequence, 1-10

MEASUREMENT

K.M.1 Compare Size, Quantity, Volume/Pictured Objects E

GEOMETRY

K.G.1 Recognize Square, Rectangle, Triangle, Circle E

9/81

GRADE 1

(DATES)

OPERATIONS

		1.O.1 Add Two, 1-Digit Numbers/Sums through 9 E,S1
		1.O.2 Add Two, 1-Digit Numbers/Sums through 18 E,S1
		1.O.3 Add Three, 1-Digit Numbers/Sums through 9 E,S1
		1.O.4 Add 2 Digits and 1 Digit/No Regrouping F3
		1.O.5 Add Two, 2 Digits/No Regrouping F3,S2
		1.O.6 Subtract Two, 1-Digit Numbers/Minuends through 9 E,S1
		1.O.7 Subtract 1 Digit from 2 Digits/Minuends through 18 E,S1
		1.O.8 Subtract Two, 2 Digits/No Regrouping F3 S2
		1.O.9 Write Missing Addends S1 2

NUMERATION

		1.N.1 Identify Ordinals/Pictured Sets, 1st-10th E,F3,S2
		1.N.2 Supply Missing Numerals in Sequence, 0-100 E
		1.N.3 Recite by 10's through 100 E
		1.N.4 Recite by 2's and 5's through 100
		1.N.5 Identify Greater Than, Less Than, Smallest, Largest/Numbers through 25 E,F3,S1
		1.N.6 Write Tens and Ones E,S1
		1.N.7 Write Numerals/Sets, 1-12 E,S1
		1.N.8 Associate Stated Numbers/Numerals, 0-100 E
		1.N.9 Identify Numerals/Number Words, 0-20 F3,S2
		1.N.10 Identify 1/2 of a Set/Pictured Objects S1
		1.N.11 Identify 1/2/Shaded Regions F3

MEASUREMENT

		1.M.1 Identify Time/Hour E,S1
		1.M.2 Recite Days of Week in Sequence F3
		1.M.3 Identify Coins/Values through 25¢ E,F3,S1
		1.M.4 Identify in., cm
		1.M.5 Identify c., pt., qt., L
		1.M.6 Identify Weights/lb., kg

PROBLEM SOLVING (Dictated)

		1.P.1 Add Two, 1-Digit Numbers/Sums through 9 E,F3,S1 2
		1.P.2 Subtract Two, 1-Digit Numbers/Minuends through 9 E,F3,S1 2
		1.P.3 Add, Subtract Money through 25¢/No Regrouping S1 2
		1.P.4 Interpret Pictographs
		1.P.5 Identify Operations/Pictured Word Problems

GEOMETRY

		1.G.1 Draw a Square, Rectangle, Triangle, Circle E

GRADE 2

(DATES)

OPERATIONS

		2.O.1 Addition Facts E,F3,S1 2
		2.O.2 Add Two, 2 Digits/No Regrouping F3,S2
		2.O.3 Add 2 Digits and 1 Digit/Regrouping E
		2.O.4 Add Three, 1-Digit Numbers/Regrouping E,F3,S1 2
		2.O.5 Add 1 or 2 Digits to 3 Digits/No Regrouping E,F3 5,S3
		2.O.6 Subtraction Facts E,F3,S1 2 3
		2.O.7 Subtract 1 Digit from 2 Digits/No Regrouping F3
		2.O.8 Subtract 2 Digits from 2 or 3 Digits/No Regrouping E,F3,S2 3
		2.O.9 Write Total Amounts/Equal Pictured Sets F3
		2.O.10 Write Number of Objects in Equal Subsets/Pictured Sets F3
		2.O.11 Write Missing Addends, Minuends, Subtrahends S1 2

NUMERATION

		2.N.1 Identify Ordinals, 1st-31st F3,S2
		2.N.2 Use Symbol (>, <, =) in Number Sentences E,S2 3 4
		2.N.3 Write Numerals through 100/ 1's, 2's, 5's, 10's F3
		2.N.4 Identify Expanded Notation/ 100's, 10's, 1's E,S2 3
		2.N.5 Identify Numerals/Words,0-100 E,F3,S1 2
		2.N.6 Identify 1/2 of a Set/Pictured Objects E,F5,S1
		2.N.7 Identify Shaded Regions, 1/2, 1/3, 1/4 E,F3,S1 2
		2.N.8 Order Numbers,0-100 F3
		2.N.9 Write Numerals/Sets,1-100 F3

MEASUREMENT

		2.M.1 Identify Time/Hour, 1/2 Hour E,F3,S1
		2.M.2 Sequence Days of the Week E,F3
		2.M.3 Identify Money Values through 50¢ E,F3,S1 2
		2.M.4 Measure by Inches E,F3,S2
		2.M.5 Measure by Centimeters E,F3,S2
		2.M.6 Identify Equivalent c., pt.
		2.M.7 Identify Equivalent L, 1/2L
		2.M.8 Identify Weights/lb., oz., kg, g

PROBLEM SOLVING

		2.P.1 Add Two, 2 Digits/No Regrouping (Including Money through 50¢) E,F3,S2
		2.P.2 Subtract Two, 2 Digits/No Regrouping (Including Money through 50¢) E,F3,S2
		2.P.3 Interpret Pictographs, Bar Graphs, Tally Charts F5,S2 3
		2.P.4 Identify Key Words, Facts/Word Problems

GEOMETRY

		2.G.1 Identify Characteristics, Word Names of Geometric Shapes/Square, Triangle, Rectangle, Circle E,F3

GRADE 3

(DATES)

OPERATIONS

		3.O.1 Addition Facts E,F3,S1 2 3
		3.O.2 Add Two, 2 Digits/Regrouping E
		3.O.3 Add Two, 3 Digits/Regrouping E,S3
		3.O.4 Add Three, 2 Digits/Regrouping E
		3.O.5 Subtraction Facts E,F3,S1 2 3
		3.O.6 Subtract 1 Digit from 2 Digits/Regrouping E,S2 3
		3.O.7 Subtract 2 Digits from 2 or 3 Digits/Regrouping E,F5,S2 3
		3.O.8 Multiplication Facts through 5X9 E,F5,S3 4
		3.O.9 Multiply 2 or 3 Digits by 1 Digit/Regrouping F5,S3 4 5
		3.O.10 Division Facts through 45 ÷ 5 E,F5,S3

NUMERATION

		3.N.1 Identify Ordinals, 1st-100th F5
		3.N.2 Use Symbols (>,<, =) in Number Sentences E,S2 3 4
		3.N.3 Identify Expanded Notation /1000's, 100's, 10's, 1's E,S2 3 4
		3.N.4 Identify Numerals/Words, 0-10,000 E,S2 3 4 5
		3.N.5 Round Numbers to Nearest 10 E,F5
		3.N.6 Identify Roman Numerals, I-X E,S3 4
		3.N.7 Order Numbers, 0-1000 F5
		3.N.8 Identify Fractional Units/Regions, Sets E,F3 5,S5

MEASUREMENT

		3.M.1 Identify Time/Hour, 1/2 Hour, 1/4 Hour E,F5,S2
		3.M.2 Sequence Months of the Year E,F5
		3.M.3 Identify Money Values through $1.00 E,S2
		3.M.4 Measure by Inch, 1/2 Inch E,F3 5
		3.M.5 Measure by m, cm, mm F3 5
		3.M.6 Read Thermometers/Celsius, Fahrenheit E,F8
		3.M.7 Identify Equivalent c., pt., qt. F8,S3 4 5 6 7
		3.M.8 Identify Equivalent oz., lb. F8,S5 6
		3.M.9 Identify Equivalent g, kg F8

PROBLEM SOLVING

		3.P.1 Add Two, 2 Digits/Regrouping E
		3.P.2 Subtract Two, 2 Digits/Regrouping E,S3
		3.P.3 Add, Subtract Money through $1.00 E,F5,S3 4
		3.P.4 Interpret Pictographs, Bar Graphs, Charts E,F5,S3 4
		3.P.5 Write Number Sentences/Key Words, Facts S4 5

GEOMETRY

		3.G.1 Identify Points, Line Segments, Lines, Rays E,S4 5 6

GRADE 4

(DATES)

OPERATIONS

		4.O.1 Addition Facts E,F3,S3 4 5 6
		4.O.2 Add Two, 3 Digits/Regrouping E,F5,S3 4
		4.O.3 Add Three or Four, 3 Digits/Regrouping E,F5,S4,M
		4.O.4 Add 1 or 2 Digits to 3 Digits/Regrouping F5
		4.O.5 Subtraction Facts E,F3,S2 3 4 5 6
		4.O.6 Subtract Two, 3 or 4 Digits/Regrouping E,F5,S3 4 5 6,M
		4.O.7 Multiplication Facts through 12X12 E,F5,S3 4 5 6
		4.O.8 Multiply 2 or 3 Digits by 1 Digit/Regrouping E,F5,S3 4 5 6
		4.O.9 Division Facts through 144 ÷ 12 E,F5,S3 4 5 6
		4.O.10 Divide 3 Digits by 1 Digit/No Remainder E,F5,S3 4 5 6
		4.O.11 Add, Subtract Like Proper Fractions, mixed Numbers E,F5,S5 6

NUMERATION

		4.N.1 Order Numbers to 1000 E,F5,M
		4.N.2 Identify Number Series and Patterns E,S3 4 5
		4.N.3 Use Symbols (>,<, =) in Number Sentences E,S3 4 5 6
		4.N.4 Write Numerals/Sets, 1-1000 F5
		4.N.5 Round Numbers to Nearest 10, 100 E,F5,S5
		4.N.6 Identify Equivalent Fractional Parts/Regions and Sets F5,S4 5 6
		4.N.7 Identify Patterns of Equivalent Fractions E
		4.N.8 Identify Roman Numerals, I-L S3 4
		4.N.9 Associate Words/Money Notation F5

MEASUREMENT

		4.M.1 Identify Time/Minutes, Multiples of 5 Minutes E,F5
		4.M.2 Identify Date/Calendar F5
		4.M.3 Determine Age in Years F5
		4.M.4 Identify Money Values Through $5.00 E,F5
		4.M.5 Identify Equivalent Linear Measures S3 4 5 6
		4.M.6 Determine Linear Measures/Standard, Metric F5 8, S4 5 6
		4.M.7 Identify Equivalent c., pt., qt., gal. F8, S5 6 7

PROBLEM SOLVING

		4.P.1 Add Two or Three, 3 Digits/Regrouping E,F5,M
		4.P.2 Subtract Two, 3 Digits/Regrouping E,F5, S4 5 6,M
		4.P.3 Determine Change from $5.00/1-3 Purchases E,F5,S5 6
		4.P.4 Multiply 2 or 3 Digits by 1 Digit/Regrouping E,F5,S4 5
		4.P.5 Add, Subtract Like Proper Fractions/No Reducing F5
		4.P.6 Interpret Bar Graphs, Charts, Tables E,F5 S4 5
		4.P.7 Write Number Sentences/Key Words, Facts, Mixed Operations F8,S4 5 6
		4.P.8 Estimate Sums and Differences

GEOMETRY

		4.G.1 Identify Solids/Cubes, Cones, Spheres, Cylinders E,F8,S6
		4.G.2 Identify Right Angles E,F8,S5

GRADE 5

(DATES)

OPERATIONS

5.O.1	Add Four, 3 Digits/Regrouping E,F5
5.O.2	Subtract Two, 4 Digits/Regrouping E,F5
5.O.3	Multiplication Facts through 12X12 E,F5, S3 4
5.O.4	Multiply 3 Digits by 1 Digit/Regrouping E,F5,S4
5.O.5	Multiply 2 or 3 Digits by 2 Digits/Regrouping E,F8,S4 5 6,M
5.O.6	Division Facts through 144 ÷12 E,F5,S3 4 5 6
5.O.7	Divide 3 Digits by 1 Digit/Remainder E
5.O.8	Add, Subtract Like, Unlike Proper Fractions/No Reducing E,F5,S5 6,M
5.O.9	Multiply Proper Fractions F8,M
5.O.10	Add, Subtract Linear, Mass, Liquid Measures/Standard, Metric/No Conversion
5.O.11	Compute Averages

NUMERATION

5.N.1	Order Numbers to 10,000 E,F8
5.N.2	Round Numbers to Nearest 10, 100, 1000 E,F5 8, S5 6, M
5.N.3	Identify Fractional Parts/Regions F5,S5 6
5.N.4	Identify Equivalent Fractions E,S5 6
5.N.5	Identify Fractions/Equivalent Decimals F8
5.N.6	Identify Roman Numerals, I-C

MEASUREMENT

5.M.1	Identify Time/Minutes E,F5
5.M.2	Identify Equivalent Times/Seconds, Minutes, Hours
5.M.3	Identify Equivalent Linear Measures E,S4 5 6
5.M.4	Identify Equivalent Liquid Measures F8,S4 5 6
5.M.5	Identify Equivalent Mass Measures F8,S4 5

PROBLEM SOLVING

5.P.1	Add Three, 3 Digits/Regrouping E,F5
5.P.2	Subtract Two, 4 Digits/Regrouping E,F8,S5 6
5.P.3	Determine Change from $5.00/1-4 Purchases E,F5,S5 6
5.P.4	Multiply 3 Digits by 1 Digit/Regrouping E,F5,S5 6
5.P.5	Divide 3 Digits by 1 Digit/No Remainder E
5.P.6	Interpret Broken Line Graphs, Tables, Charts E,S4 5 6
5.P.7	Write Number Sentences/Key Words, Facts, Mixed Operations F8,S4 5 6
5.P.8	Determine Averages
5.P.9	Estimate Sums, Differences, Products

GEOMETRY

5.G.1	Identify Parallel, Perpendicular Lines E,S6,M
5.G.2	Identify Radius, Diameter of Circles E

GRADE 6

(DATES)

OPERATIONS

6.O.1	Add Three, 4 Digits/Regrouping F8,S6 7
6.O.2	Subtract Two, 5 digits/Regrouping F8,S6 7
6.O.3	Multiplication Facts through 12X12 E,F5, S4 5 6
6.O.4	Multiply 3 Digits by 2 Digits/Regrouping E,F8,S5 6 7
6.O.5	Division Facts through 144 ÷12 E,F5,S4 5 6
6.O.6	Divide 2 Digits by 2 Digits/No Remainder E,S4 5 6
6.O.7	Divide 4 Digits by 1 Digit/Remainder
6.O.8	Divide 3 Digits by Multiples of 10 E,F8,S7,M
6.O.9	Add, Subtract Like, Unlike Mixed Numbers E,S7
6.O.10	Multiply Improper Fractions F8
6.O.11	Multiply Whole Numbers by Decimals F8,S7 8
6.O.12	Divide Decimals by Whole Numbers F8
6.O.13	Multiply 2 Decimals F8,S7
6.O.14	Add, Subtract Decimals through 1000ths F8,M

NUMERATION

6.N.1	Round Numbers to Nearest 10, 100, 1000, 10,000 E,F8,S5 6 7,M
6.N.2	Change Improper Fractions to Mixed Numbers E,F8,M
6.N.3	Change Fractions to Decimals E,S5 6,M
6.N.4	Change Decimals to Fractions E,F8,S5 6

MEASUREMENT

6.M.1	Identify Money Values through $20.00 F8
6.M.2	Identify Equivalent Liquid Measures E,F8, S5 6
6.M.3	Identify Equivalent Mass Measures E,F8,S4 5

PROBLEM SOLVING

6.P.1	Add Three, 4 Digits/Regrouping E,F8,S7
6.P.2	Determine Change from $20.00/1 or More Purchases F8,S7
6.P.3	Multiply Two, 2 Digits/Regrouping E,S6 7,M
6.P.4	Divide 2 Digits by 2 Digits/No Remainder E
6.P.5	Interpret Circle Graphs, Bar Graphs E,F8,S5 6,M
6.P.6	Write Number Sentences/Key Words, Facts, Mixed Operations F8,S5 6
6.P.7	Add, Subtract Linear, Mass, Liquid Measures/Standard, Metric/No Conversion F8,S5 6,M
6.P.8	Determine Averages
6.P.9	Estimate Sums, Differnces/Money

GEOMETRY

6.G.1	Determine Perimeter/Squares, Rectangles, Triangles E,S7
6.G.2	Determine Area/Squares, Rectangles E
6.G.3	Identify and Measure Angles F8